

## Ruffin Middle

155 Patriot Lane  
Ruffin, South Carolina 29475

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	366 Students	
<b>Principal</b>	Harry Jenkins	843–562–2291
<b>Superintendent</b>	Charles W. Gale Jr.	843–549–5611
<b>Board Chair</b>	Mr. Miles Crosby	843–549–5715

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	30	14

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Good	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Average	No
<b>2005</b>	Below Average	Good	Yes

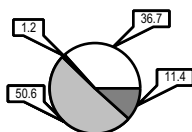
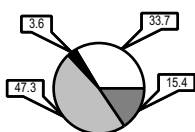
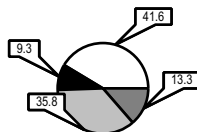
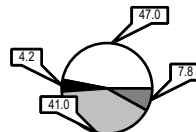
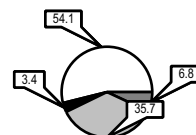
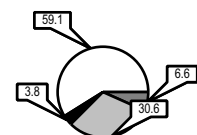
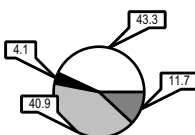
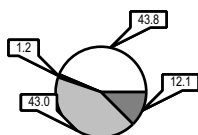
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	346	99.7	36.6	50.8	11.5	1.2	21.5	Yes	Yes
<b>Gender</b>									
Male	182	99.5	42.8	48.6	8.1	0.6	15.0		
Female	164	100.0	29.7	53.2	15.2	1.9	28.5		
<b>Racial/Ethnic Group</b>									
White	145	100.0	27.9	55.1	14.7	2.2	27.2	Yes	Yes
African American	197	99.5	42.5	48.2	8.8	0.5	17.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	298	99.7	32.6	53.3	12.6	1.4	23.9		
Disabled	48	100.0	60.9	34.8	4.3	0.0	6.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	345	99.7	36.6	50.8	11.5	1.2	21.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	346	99.7	36.6	50.8	11.5	1.2	21.5		
<b>Socio-Economic Status</b>									
Subsidized meals	264	100.0	41.1	47.4	10.3	1.2	18.2	Yes	Yes
Full-pay meals	82	98.8	21.8	61.5	15.4	1.3	32.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	346	100.0	33.7	47.3	15.4	3.6	26.8	Yes	Yes
<b>Gender</b>									
Male	182	100.0	34.5	44.3	16.7	4.6	27.6		
Female	164	100.0	32.9	50.6	13.9	2.5	25.9		
<b>Racial/Ethnic Group</b>									
White	145	100.0	23.5	47.8	23.5	5.1	39.0	Yes	Yes
African American	197	100.0	41.2	46.9	9.3	2.6	17.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	298	100.0	28.7	49.7	17.5	4.2	30.4		
Disabled	48	100.0	65.2	32.6	2.2	0.0	4.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	345	100.0	33.7	47.3	15.4	3.6	26.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	346	100.0	33.7	47.3	15.4	3.6	26.8		
<b>Socio-Economic Status</b>									
Subsidized meals	264	100.0	35.2	49.8	12.6	2.4	22.9	Yes	Yes
Full-pay meals	82	100.0	29.1	39.2	24.1	7.6	39.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	346	100.0	41.6	35.8	13.3	9.3	22.6
<b>Gender</b>							
Male	182	100.0	42.5	33.3	13.8	10.3	24.1
Female	164	100.0	40.5	38.6	12.7	8.2	20.9
<b>Racial/Ethnic Group</b>							
White	145	100.0	27.2	36.8	19.1	16.9	36.0
African American	197	100.0	51.5	35.6	8.8	4.1	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	298	100.0	35.0	38.8	15.4	10.8	26.2
Disabled	48	100.0	82.6	17.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	345	100.0	41.6	35.8	13.3	9.3	22.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	346	100.0	41.6	35.8	13.3	9.3	22.6
<b>Socio-Economic Status</b>							
Subsidized meals	264	100.0	47.0	36.8	11.1	5.1	16.2
Full-pay meals	82	100.0	24.1	32.9	20.3	22.8	43.0

<b>Social Studies</b>							
All Students	346	100.0	47.0	41.0	7.8	4.2	12.0
<b>Gender</b>							
Male	182	100.0	47.7	39.7	8.0	4.6	12.6
Female	164	100.0	46.2	42.4	7.6	3.8	11.4
<b>Racial/Ethnic Group</b>							
White	145	100.0	30.9	50.7	13.2	5.1	18.4
African American	197	100.0	58.2	34.5	3.6	3.6	7.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	298	100.0	41.3	44.8	9.1	4.9	14.0
Disabled	48	100.0	82.6	17.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	345	100.0	47.0	41.0	7.8	4.2	12.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	346	100.0	47.0	41.0	7.8	4.2	12.0
<b>Socio-Economic Status</b>							
Subsidized meals	264	100.0	53.4	37.5	6.3	2.8	9.1
Full-pay meals	82	100.0	26.6	51.9	12.7	8.9	21.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	96.8	47.4	43.1	8.6	0.9	9.5
	7	111	98.2	41.7	45.4	12.0	0.9	13.0
	8	103	100.0	28.0	57.0	15.0	N/A	15.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	99.2	39.2	46.4	12.0	2.4	14.4
	7	122	100.0	38.3	53.3	8.3	0.0	8.3
	8	92	100.0	30.2	53.5	15.1	1.2	16.3
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	96.8	33.6	44.8	16.4	5.2	21.6
	7	111	99.1	44.0	43.1	7.3	5.5	12.8
	8	103	100.0	43.0	51.0	6.0	N/A	6.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	29.4	43.7	20.6	6.3	27.0
	7	122	100.0	27.5	53.3	15.8	3.3	19.2
	8	92	100.0	48.8	44.2	7.0	0.0	7.0
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	39.7	33.3	17.5	9.5	27.0
	7	122	100.0	38.3	35.8	14.2	11.7	25.8
	8	92	100.0	48.8	39.5	5.8	5.8	11.6
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	38.1	46.0	9.5	6.3	15.9
	7	122	100.0	53.3	32.5	9.2	5.0	14.2
	8	92	100.0	51.2	45.3	3.5	0.0	3.5

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 366)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	10.0%	15.5%
Retention rate	11.2%	Up from 6.1%	4.5%	3.0%
Attendance rate	95.9%	Down from 96.4%	95.3%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%	Up from 7.6%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Up from 7.8%	6.8%	4.6%
Eligible for gifted and talented	11.0%	Up from 8.4%	8.2%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Down from 13.6%	15.2%	13.6%
Older than usual for grade	12.3%	Up from 9.5%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	1.4%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	42.9%	Up from 42.3%	50.8%	51.8%
Continuing contract teachers	89.3%	Up from 84.6%	67.1%	78.1%
Highly qualified teachers	79.2%	Down from 82.6%	89.3%	89.6%
Teachers with emergency or provisional certificates	7.7%	Down from 8.7%	9.0%	6.0%
Teachers returning from previous year	81.7%	Down from 85.9%	79.5%	85.4%
Teacher attendance rate	93.1%	Down from 93.4%	94.6%	94.9%
Average teacher salary	\$39,968	Up 4.7%	\$40,258	\$41,328
Prof. development days/teacher	7.8 days	Up from 5.0 days	11.0 days	11.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.4 to 1	19.0 to 1	21.3 to 1
Prime instructional time	87.9%	Down from 89.4%	87.9%	89.3%
Dollars spent per pupil*	\$6,805	Down 15.2%	\$6,949	\$6,022
Percent of expenditures for teacher salaries*	62.1%	Down from 63.3%	59.5%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	69.3%	Up from 38.9%	96.9%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ruffin Middle School continues to prepare students to meet the challenges of the assessment system by using programs such as PACT Coaching and Challenge the PACT. Teachers utilize PACT-style questions on teacher-made assessments. Academic plans are written for students scoring Below Basic on the PACT. These students also have the opportunity to participate in a PACT Reading, PACT Creative Writing, and PACT Math classes along with a lab setting utilizing the Skills Tutor and ORCHARD programs for additional assistance in all core courses. Title One funds, along with the Twenty-First Century and Community in Schools grants, allows our school to provide a PACT Math/Science Tutorial Program and the After-School Program. A school-wide Character Education Program, academic and behavioral incentives, partnerships with the Alcohol & Drug Abuse Commission, Educational Talent Search, and the Clemson Youth Leadership Program, along with school organizations such as Sisters In Action, Men Above the Crew, Peer Mediation, Just Say No Club, individual and small group counseling sessions, and the Jr. Beta Club support students' motivation and self-concept to motivate them to function at their best. A Comprehensive Career Guidance Program coupled with career education classes and a grant written with the University of South Carolina-Salkehatchie gave students many opportunities to explore careers, occupations, and post-secondary institutions.

Ruffin Middle School's test data continues to show gains, over the past four years, in English language arts and mathematics. Continued curriculum alignment and calibration, innovative strategies, and new programs are used to improve the areas of science, social studies, language arts, and mathematics.

This has been a most productive year. We still face obstacles that present challenges; however, with the continued support of our parents, community, and district office, we will meet and exceed the goals and challenges set before us.

Harry Jenkins, Principal

Dorothy Smoak, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	19	88	45
<b>Percent satisfied with learning environment</b>	78.9%	86.4%	86.7%
<b>Percent satisfied with social and physical environment</b>	89.5%	90.7%	88.9%
<b>Percent satisfied with school-home relations</b>	52.6%	91.8%	75.6%

\*Only students at the highest middle school grade level at this school and their parents were included.